



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

125 E. Prince Road, Tucson, AZ 85705

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Dondi L Luce
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address : www.amphi.com
Phone Number : (520) 696-6350
Fax Number : (520) 696-6413
E-mail : dluce@amphi.com

Mission

The mission of Prince Elementary School is to educate children to become productive members of society within a supportive community that promotes integrity and respect.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Student learning will show more than one year's growth in reading.
- ü Student learning will show more than one year's growth in math.

Enrollment

October 1, 2005 School Year Student Enrollment : 653
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 32

Instructional Programs

- ü REACH Gifted Education
- ü Sheltered English Immersion
- ü Full-day Kindergarten
- ü On-site Special Education
- ü Comprehensive Literacy Framework
- ü Special Education Pre-School
- ü Reading Tutoring
- ü ACHIEVE Mentoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Prince is a student-centered school committed to high standards and expectations for students. Our school sets goals for continuous school improvement and provides regular school to home communication.

Parents

Parents at Prince ensure that children arrive to school on time and attend school regularly. They help children with their homework and read to them daily. Parents also support and communicate with their child's teacher.

Transportation Policy

District vehicles and school buses are provided as a service to district students. Only students residing in the attendance area shall be eligible for transportation. Bus stops will be located one-half mile for grades K-3; one mile for grades 4-5.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Veteran's Day Calender Contest Winner	2005
ü Wal-Mart/Sam's Club 'Teacher of the Year'	2004
ü Student Essay Contest Winner	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	1211	80010	98	99	99	423	456	447	26	8	10	19	15	18	49	55	53	7	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	581	38935	100	100	99	419	453	447	24	7	9	20	18	19	54	55	55	2	20	17
Male	66	628	40974	96	98	98	427	460	448	26	8	11	18	13	18	45	54	52	11	26	19
African American	22	63	4201	100	98	99	399	432	430	59	22	17	NA	16	23	32	51	51	9	11	9
Hispanic	72	450	34545	99	99	99	425	434	432	19	13	14	25	25	24	50	53	53	6	10	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	477	474	NC	4	4	NC	2	10	NC	60	50	NC	35	36
American Indian/Alaskan Native	NC	35	3979	NC	100	96	NC	441	424	NC	11	17	NC	14	30	NC	66	47	NC	9	6
White	16	609	35142	94	99	99	437	474	465	13	2	5	19	9	11	63	55	56	6	33	28
Students with Disabilities	12	203	10161	100	98	93	396	431	419	50	18	28	25	27	28	25	44	36	NA	11	8
Students without Disabilities	109	1008	69849	97	99	100	425	461	451	23	6	7	18	13	17	51	57	56	7	25	19
Limited English Proficient Students	24	117	14013	92	97	97	381	404	413	71	32	24	13	35	34	17	32	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	109	574	39029	93	96	98	423	434	432	24	13	14	20	23	25	50	56	52	6	8	9
Non-Economically Disadvantaged	12	637	40981	100	100	100	423	477	462	42	3	6	8	8	13	33	53	54	17	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	1213	79438	100	99	98	425	458	451	22	8	9	37	20	24	37	57	56	5	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	583	38775	100	100	99	429	461	457	17	7	7	43	20	22	37	58	58	4	15	13
Male	68	628	40560	99	98	97	424	456	446	25	9	12	32	20	25	37	57	54	6	14	9
African American	23	64	4178	100	100	98	408	435	439	52	20	13	9	20	29	30	55	52	9	5	6
Hispanic	73	451	34297	100	99	98	426	435	434	16	13	14	45	33	31	34	49	50	4	5	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	477	475	NC	4	3	NC	8	15	NC	65	63	NC	23	20
American Indian/Alaskan Native	NC	35	3940	NC	100	95	NC	434	429	NC	11	14	NC	46	36	NC	40	47	NC	3	3
White	16	609	34887	94	99	98	437	478	471	6	3	4	44	11	15	44	64	63	6	22	18
Students with Disabilities	12	202	9588	100	98	88	401	428	416	33	22	30	50	28	32	17	44	34	NA	7	5
Students without Disabilities	111	1011	69850	99	100	100	428	464	456	21	5	7	35	19	23	39	60	59	5	16	12
Limited English Proficient Students	25	118	13856	96	98	96	367	393	407	80	43	27	12	33	43	8	24	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	110	575	38685	94	96	97	426	434	435	19	13	14	40	33	32	37	50	50	4	4	5
Non-Economically Disadvantaged	13	638	40753	100	100	99	418	480	467	46	4	5	8	9	16	31	64	62	15	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	1212	79971	100	99	99	391	434	423	21	7	8	45	35	41	29	50	49	5	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	581	38974	100	100	99	412	447	437	17	5	5	39	27	33	39	58	57	6	10	4
Male	68	629	40895	99	99	98	377	422	410	24	9	10	50	42	47	22	43	41	4	6	2
African American	23	64	4203	100	100	99	330	395	411	52	22	11	26	38	45	17	34	43	4	6	2
Hispanic	73	449	34481	100	99	99	408	419	410	14	10	10	48	42	46	34	44	43	4	4	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	458	449	NC	4	4	NC	21	28	NC	60	60	NC	15	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	410	409	NC	9	10	NC	49	47	NC	40	42	NC	3	1
White	16	610	35150	94	99	99	395	448	437	13	4	5	63	30	35	19	56	56	6	10	5
Students with Disabilities	12	202	10258	100	98	94	347	394	377	42	17	23	33	44	51	25	38	25	NA	1	1
Students without Disabilities	111	1010	69713	99	100	100	395	441	429	19	5	5	46	33	39	30	53	52	5	9	3
Limited English Proficient Students	25	115	13985	96	95	97	297	368	382	72	30	18	24	42	54	4	28	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	110	575	38994	94	96	98	399	413	409	17	10	10	49	45	47	29	42	41	5	3	1
Non-Economically Disadvantaged	13	637	40977	100	100	100	321	452	437	54	4	5	8	25	34	31	58	56	8	12	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1230	80147	97	97	99	471	492	482	16	7	11	18	15	17	51	47	49	16	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	595	39281	98	98	99	472	492	483	16	6	9	16	15	17	55	48	50	14	31	24
Male	58	634	40780	97	96	98	471	492	482	16	8	12	19	15	17	48	47	48	17	30	24
African American	11	54	4249	92	96	99	449	478	464	36	11	17	18	13	22	36	56	48	9	20	13
Hispanic	66	451	33494	99	97	99	474	473	466	11	10	15	17	23	23	61	50	49	12	17	14
Asian/Pacific Islander	NC	41	2103	NC	100	99	NC	526	515	NC	NA	4	NC	5	8	NC	37	44	NC	59	45
American Indian/Alaskan Native	NC	25	4117	NC	100	96	NC	465	456	NC	8	19	NC	32	27	NC	56	46	NC	4	8
White	18	658	36122	100	97	99	451	505	501	28	5	5	28	10	10	28	46	50	17	39	35
Students with Disabilities	13	190	10295	93	88	92	420	459	443	54	24	33	15	26	26	23	36	33	8	14	8
Students without Disabilities	89	1040	69852	98	99	100	479	498	488	10	4	7	18	13	16	55	50	51	17	33	26
Limited English Proficient Students	30	150	12722	100	96	97	438	442	441	30	21	27	33	37	33	37	39	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	96	568	38371	98	96	97	471	469	465	16	12	15	18	23	23	52	51	49	15	14	13
Non-Economically Disadvantaged	NC	662	41776	NC	99	100	NC	512	498	NC	3	6	NC	9	11	NC	45	49	NC	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1231	79686	97	97	98	443	477	470	22	9	11	35	21	24	43	58	57	NA	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	594	39163	98	98	99	446	482	475	20	8	9	34	19	22	45	61	60	NA	13	10
Male	58	636	40438	97	97	97	441	473	465	22	10	13	36	24	25	41	56	54	NA	10	7
African American	11	54	4228	92	96	98	421	463	458	55	19	15	9	17	28	36	61	53	NA	4	4
Hispanic	66	450	33299	99	97	98	446	457	452	17	13	17	39	34	32	44	50	47	NA	4	3
Asian/Pacific Islander	NC	41	2097	NC	100	99	NC	489	490	NC	5	5	NC	10	13	NC	78	68	NC	7	14
American Indian/Alaskan Native	NC	25	4087	NC	100	96	NC	461	446	NC	8	16	NC	36	38	NC	52	44	NC	4	2
White	18	660	35914	100	98	98	437	492	489	22	5	5	39	14	15	39	63	67	NA	18	14
Students with Disabilities	13	190	9808	93	88	87	405	440	432	54	31	35	23	27	32	23	37	30	NA	5	3
Students without Disabilities	89	1041	69878	98	100	100	449	484	475	17	5	8	37	20	23	46	62	61	NA	12	9
Limited English Proficient Students	30	149	12594	100	95	96	404	419	422	50	34	34	47	50	45	3	15	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	96	567	38095	98	96	97	442	453	452	22	16	17	36	33	32	42	49	48	NA	3	3
Non-Economically Disadvantaged	NC	664	41591	NC	99	99	NC	498	486	NC	3	6	NC	11	16	NC	67	65	NC	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1231	80372	97	97	99	446	480	475	8	4	4	45	29	30	47	64	64	NA	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	595	39452	98	98	99	445	491	488	14	4	3	34	22	22	52	70	72	NA	5	3
Male	58	635	40836	97	97	98	447	470	464	3	4	6	53	35	37	43	58	56	NA	3	1
African American	11	54	4264	92	96	99	392	465	465	27	6	5	45	31	35	27	61	59	NA	2	1
Hispanic	66	450	33608	99	97	99	458	463	462	5	6	6	44	39	36	52	52	57	NA	3	1
Asian/Pacific Islander	NC	41	2098	NC	100	99	NC	504	500	NC	2	2	NC	12	16	NC	78	75	NC	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	460	464	NC	8	4	NC	40	39	NC	44	56	NC	8	1
White	18	660	36213	100	98	99	435	492	489	6	3	2	56	22	22	39	72	72	NA	4	3
Students with Disabilities	13	192	10526	93	88	94	433	441	427	NA	11	15	77	46	53	23	41	31	NA	2	1
Students without Disabilities	89	1039	69846	98	99	100	448	486	482	9	3	3	40	25	26	51	68	69	NA	4	2
Limited English Proficient Students	30	148	12747	100	94	97	393	419	432	23	14	12	60	58	52	17	28	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	96	569	38521	98	96	98	444	457	461	8	6	6	46	41	38	46	51	55	NA	1	1
Non-Economically Disadvantaged	NC	662	41851	NC	99	100	NC	499	489	NC	2	3	NC	18	22	NC	75	72	NC	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1240	79306	98	98	99	478	518	504	24	8	13	30	17	20	38	48	49	9	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	640	38845	98	98	99	477	519	505	31	7	11	22	16	20	37	49	50	10	28	18
Male	44	598	40383	98	97	98	480	516	504	16	10	14	39	18	19	39	46	47	7	26	19
African American	10	50	4171	100	96	98	NA	480	485	NA	20	20	NA	32	26	NA	38	44	NA	10	10
Hispanic	61	440	32673	98	97	99	477	497	487	20	14	18	34	25	25	39	47	46	7	15	10
Asian/Pacific Islander	NC	42	2147	NC	95	99	NC	543	539	NC	2	5	NC	10	10	NC	45	46	NC	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	16	682	36234	100	98	99	503	533	523	19	4	6	19	11	13	44	49	52	19	35	28
Students with Disabilities	13	157	10286	100	87	91	437	470	462	69	28	41	23	40	27	8	27	27	NA	4	5
Students without Disabilities	80	1083	69020	98	100	100	485	524	510	16	5	9	31	14	18	43	51	52	10	30	21
Limited English Proficient Students	30	79	10291	100	95	96	449	450	458	43	38	38	33	38	34	23	24	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	86	498	37437	96	95	97	476	489	486	24	14	19	31	30	26	37	45	46	7	11	9
Non-Economically Disadvantaged	NC	742	41869	NC	99	100	NC	537	521	NC	4	7	NC	9	14	NC	49	51	NC	38	27

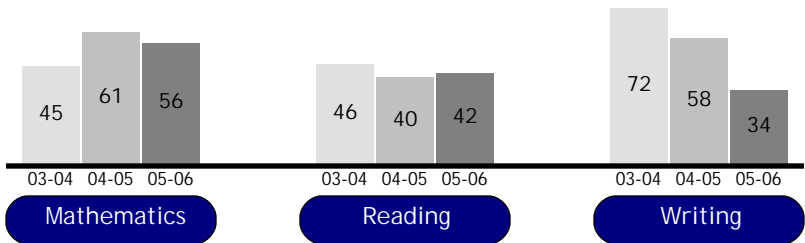
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1242	79000	98	98	98	461	498	489	23	6	10	33	20	24	43	62	58	1	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	643	38774	98	98	99	466	503	494	24	4	7	22	17	22	51	66	61	2	13	10
Male	44	597	40150	98	97	98	455	493	485	20	8	12	45	23	25	34	59	55	NA	10	8
African American	10	50	4153	100	96	98	NA	465	476	NA	16	13	NA	36	30	NA	48	53	NA	NA	4
Hispanic	61	438	32508	98	97	98	457	478	472	20	11	15	38	29	33	43	56	49	NA	4	3
Asian/Pacific Islander	NC	42	2142	NC	95	99	NC	510	510	NC	5	4	NC	10	14	NC	69	67	NC	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	16	686	36135	100	98	98	497	513	508	19	2	4	13	13	14	63	67	67	6	17	15
Students with Disabilities	13	160	9991	100	88	88	432	459	449	46	19	33	38	44	36	15	32	29	NA	6	2
Students without Disabilities	80	1082	69009	98	99	100	466	504	495	19	4	6	33	16	22	48	67	62	1	13	10
Limited English Proficient Students	30	77	10199	100	93	95	428	431	439	40	40	35	53	52	47	7	8	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	86	497	37234	96	95	97	459	474	472	23	12	15	36	32	33	40	53	50	1	3	3
Non-Economically Disadvantaged	NC	745	41766	NC	100	99	NC	515	505	NC	2	5	NC	12	16	NC	69	65	NC	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1238	79611	98	98	99	463	515	496	16	4	7	41	29	37	42	64	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	644	39016	98	98	99	476	532	511	12	2	4	39	21	29	47	74	66	2	3	1
Male	44	592	40519	98	96	98	448	496	482	20	7	10	43	39	44	36	54	46	NA	1	0
African American	10	50	4188	100	96	98	NA	479	486	NA	14	9	NA	30	40	NA	56	50	NA	NA	0
Hispanic	61	438	32855	98	97	99	464	497	481	15	7	10	43	39	43	43	53	47	NA	1	0
Asian/Pacific Islander	NC	42	2149	NC	95	100	NC	541	519	NC	NA	4	NC	24	24	NC	67	70	NC	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	16	682	36380	100	98	99	495	528	511	13	3	4	25	23	30	56	71	65	6	3	1
Students with Disabilities	13	155	10664	100	86	94	391	453	440	38	17	23	54	55	54	8	27	22	NA	1	1
Students without Disabilities	80	1083	68947	98	100	100	475	523	504	13	3	4	39	26	34	48	69	61	1	2	1
Limited English Proficient Students	30	77	10362	100	93	97	403	427	438	33	26	22	50	56	57	17	18	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	86	498	37626	96	95	98	459	487	479	16	7	10	43	45	45	40	47	45	1	1	0
Non-Economically Disadvantaged	NC	740	41985	NC	99	100	NC	534	511	NC	2	4	NC	19	30	NC	76	65	NC	3	1

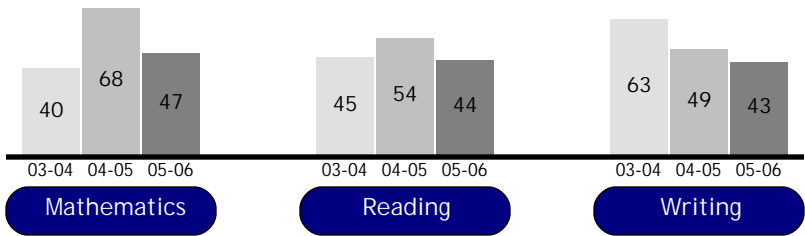
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	47	NA	58	100	38	54	47	100	25	56	46
	Language	92	41	59	50	100	41	55	47	100	27	54	48
	Mathematics	95	57	72	64	100	41	58	50	100	39	58	52
3	Reading	91	39	NA	55	100	29	49	44	99	32	54	46
	Language	92	46	68	61	100	29	48	44	99	30	52	46
	Mathematics	91	46	71	61	100	38	57	51	99	37	63	52
4	Reading	88	41	NA	56	100	36	54	48	97	34	58	52
	Language	100	40	59	52	100	35	54	49	97	34	58	52
	Mathematics	100	55	72	61	100	41	59	53	97	52	65	58
5	Reading	94	46	NA	55	100	40	55	50	100	28	63	56
	Language	95	46	60	49	100	38	55	50	100	28	61	54
	Mathematics	97	68	78	63	100	44	56	49	100	28	61	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Strategic Plan
- Ü Continuous School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.40
Other Professional Staff	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	8	4	0	0
7 to 9 years	6	6	0	0
10 or more years	8	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certification.	1.5
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Music: Band, Orchestra & Chorus
- Ü Saturday School
- Ü Fifth Grade Camp
- Ü ACHIEVE Mentoring

Social Services

- Ü Social Worker
- Ü Breakfast/Lunch Programs
- Ü Clothing/Food Banks
- Ü Family Advocate

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü On the Northwest Evaluation Association's Measure of Academic Progress, 87% of students made the expected growth during the 2004-2005 school year.
- ü On the Northwest Evaluation Association's Measure of Academic Progress, 91% of students made the expected growth during the 2004-2005 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

L.M. Prince School is a member of Tucson LINKS. (Linking Intervention Networks for Kids in Schools.) This program provides training assistance to build resiliency in students and staff, and a school culture that is safe and nurturing.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dondi Luce	(520) 696-6350
Transportation Policy	Marc Lappitt	(520) 696-3783
Community Resources	Leah Bergstein	(520) 696-6346
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	Dondi Luce	(520) 696-6350
Student Health/Nurse	Mary Bernal	(520) 696-6351

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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